

Planning R.E.A.L.[®] Routines:

A Teacher's Guide

In order for R.E.A.L.[®] Discussion routines to become a reality—and create effective opportunities for your students to engage in *deliberate practice* of discussion skills—you need to plan time for them!

The time stamps are for guidance only, assuming you are running a 60-minute class block with high school students (who need time for three discussion questions). You should look at the length of your period and write your own time stamps in the column on the far left. In general, it can be helpful to think about the following breakdown:

- ➔ **First Quarter of Class Period:** Preparing for Discussion ('BEFORE' Routines)
- ➔ **Middle 50% of Class Period:** Engaging in Discussion ('DURING' Routines)
- ➔ **Last Quarter of Class Period:** Reflecting on Discussion ('AFTER' Routines)

Grade Level:	Class Start Time:	Class End Time:
Today's Topic:		

What have students done to prepare for this lesson?

Note: some teachers assign DQ Prep as homework, but in our AI-era, others choose to create DQ prep time in class - as modeled below - or sometimes during the preceding class period.

What have you done to prepare for this R.E.A.L.[®] Discussion?

- Built shared content knowledge over last few classes.
- Move desks into smaller groups, if desired (we love groups of 4-8)
- Generate discussion questions (two for middle school; three for high school)
- Did some pedagogical prep:
 - Clarified your learning objectives for the day.
 - Selected/designed assessment tool to match your learning objectives.
 - Set up a note-taking system that structures you to take notes on what matters for the assessment tool (and those learning objectives!)

Minutes 0-15: BEFORE Discussion Routines

3 Minutes: Welcome/Intro—How will I open class?

12 Minutes: Students do DQ Prep—What questions will I ask them?

Allow 4-5 minutes per question for prep time

DQ 1

DQ 2

DQ 3 (HS Only)

***Note:** as students do DQ Prep, teacher should write on board the timing of the discussion (e.g. "Discussion will run from 10:15 to 10:45!") along with suggested note-taking break times (e.g. "IRT Notes @ 10:25 and 10:35") and anything else you want them to remember ("Use The Hand Signals!!! No quote-dropping!! If someone asks a question, answer it—don't ignore it!")

Minutes 15-45: DURING Discussion Routines

This can run from 20-45 minutes; allow about 10 minutes per DQ

2 Minutes: Students get into groups and set their individual skills goals

12 Minutes: Discussion Question 1 + In-REAL-Time Notes Break

12 Minutes: Discussion Question 2 + In-REAL-Time Notes Break

10 Minutes: Discussion Question 3 [In-REAL-Time Notes included in reflection, below]

Minutes 45-60: AFTER Discussion Routines

This can stretch up to 25 minutes

5 Minutes: Final In-REAL-Time Notes / End of Day Reflection Questions

As students write, teacher should review notes and prepare her own debrief remarks

5 Minutes: Peer Shout-Outs

Students use In-REAL-Time notes to give each other specific shout-outs

5 Minutes: Teacher Debrief and Close Lesson

Teacher Notes and Reflections